



TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Program in
Art and Art Education

Doctoral
Student Handbook
2021-2022

TABLE OF CONTENTS

Dates and Deadlines	3
Faculty and Staff Contact Information	4
The Doctoral Handbook	5
Goals and Commitments	6
Introduction to the Doctoral Programs	8
The Ed.D. and Ed.D.C.T	8
Concentrations (or Areas of Focus)	8
Overview of Degree Requirements	9
Preparing For Your Program	10
Credit Transfer	10
Degree Program of Study	10
Planning With Your Advisor	10
Course Load	10
Teachers College's Continuous Registration Policy	11
Participation in Program Activities	11
Involvement in Professional Organizations	11
Job Opportunities	12
The Ed.D. Program of Study	13
The Ed.D.C.T. Program of Study	16
Suggested Courses	20
Phases of Doctoral Study	22
Formal Review	22
Phase 1: Preparation of the Problem Statement – Proseminar II	22
Phase 2. Writing the Two Qualifying Papers – Advanced Seminar I and II	23
Phase 3: Developing the Dissertation Proposal – Dissertation Seminar	23
Phase 4: Dissertation Proposal Hearing	23
Professional Presentation - Exhibition Rating	24
Continuous Enrollment – 3 credits/semester or equivalent	24
Phase 5: Institutional Review Board (IRB) Approval	24
Phase 6: Doctoral Certification	25
Phase 7: The Dissertation – Dissertation Advisement	26
Phase 8: Oral Defense	26
Award Of The Degree	27
Dissertation Sponsor and Dissertation Committee	28
Differences between ODS & Art Ed Doc Requirements	28
Submission Deadlines	29
Full-Time Faculty	30
Appendices	33

DATES AND DEADLINES

For relevant dates, also refer to TC's [online calendar](#)

<i>Fall 2021</i>	
Registration for continuing students:	March 29
Registration for Autumn Term begins for new students:	April 19
Classes begin:	September 8
Last day to file notification of intention to defend (fall):	September 16
Last day to add/drop a course:	September 21
Last day to change points:	October 1
Holiday—no classes:	November 24-26
Last day of classes:	December 23
<i>Spring 2022</i>	
Registration for continuing students:	December 6
Last day to defend dissertation to be considered an Autumn 2021 defense:	January 17
Classes begin:	January 18
Last day to file notification of intention to defend (spring):	January 27
Last day to add/drop:	January 31
Last day to change points:	February 1
Holiday—no classes:	March 13-20
Last day to hold dissertation defense for May 2022 degree	April 18
Last day to make the final deposit of corrected Ed.D. dissertations and abstracts for the award of the May 2022 degree.	April 22
Registration for Summer Term 2021 and Autumn Term 2021 for continuing students:	April 25
Last day of classes:	May 9
Last day to hold the dissertation defense (Ed.D) to be considered a Spring 2022 term defense:	May 18
TC Graduation:	May 18

**Program Office
Contact Information**
444 Macy Hall
Teachers College
525 West 120th Street
New York, NY 10027

212 678 3360
artofc@tc.edu

www.tc.edu/a&h/arted

Program Director:
Olga Hubard

Full Time Faculty:

Judith M. Burton,
Macy Professor of Education

Olga Hubard, *Associate Professor*

Richard Jochum, *Associate Professor*

Iris Bildstein, *Lecturer*

Staff:

Program Manager:
Samantha Clay Reagan

Academic Secretary:
Anna Urrea

Program Secretary:
Jane Baraz

FACULTY AND STAFF CONTACT INFORMATION

FULL-TIME FACULTY

Judith M. Burton	445-A Macy	212-678-3362	judithmburton@gmail.com
Iris Bildstein	444-B Macy	212-678-3270	bildstein@tc.edu
Olga Hubard	444-D Macy	212-678-8221	hubard@tc.edu
Richard Jochum	444-C Macy	212-678-3461	rj2137@columbia.edu

PART-TIME FACULTY

Susan Cohen-Small	src2157@tc.columbia.edu		
James Dec	jaymesdec@gmail.com		
Ayelet Aldouby-Efraim	daa2109@tc.columbia.edu		
Aimee Ehrman	ae2410@tc.columbia.edu		
Jun Gao	jg2899@tc.columbia.edu		
Tara Geer	tarawgeer@gmail.com		
Mahboobe Ghods	myg3@columbia.edu		
Stepanka Horalkova	sh2688@tc.columbia.edu		
Ami Kantawala	ak974@tc.columbia.edu		
Tom Lollar	twl31@tc.columbia.edu		
Ashley Mask	aam2226@tc.columbia.edu		
Joy Moser	jlm245@tc.columbia.edu		
Nisha Nair	Nair@exchange.tc.columbia.edu		
Erin Riley	er2883@tc.columbia.edu		
Bat-Ami Rivlin	br2545@tc.columbia.edu		
Lisa Jo Sagolla	sagolla@tc.edu		
Dave Sheinkopf	ds3906@tc.columbia.edu		
Sharon Vatsky	slv2111@tc.columbia.edu		
Gerard Vezzuso	profgv@earthlink.net		
Erika Vogt	ev2477@tc.columbia.edu		
E.Y. Zipris	eyz1@caa.columbia.edu		

PROGRAM STAFF

Samantha Clay-Reagan	444-F Macy	212-678-7417	sfc2115@tc.columbia.edu
Jane Baraz	444-G Macy	212-678-3600	arted@tc.columbia.edu
Anna Urrea	444-A Macy	212-678-3363	artofc@tc.columbia.edu

THE DOCTORAL HANDBOOK

This handbook provides an overview of our two doctoral programs: the Ed.D. in Art Education (Ed.D.) and the Ed.D. in the College Teaching of Art (Ed.D.C.T.). It outlines degree requirements and guides students through each phase of their program. Students are expected to read the handbook carefully and fully understand all the requirements, procedures, and documentation that accompany doctoral study.

Students should also carefully read any materials sent to them upon admission, and be familiar with the information contained in the following two resources:

- **Art and Art Education FAQ**
<https://www.tc.columbia.edu/arts-and-humanities/art-and-art-education/faq/faq---current-students/>
- **Requirements for the Degree of Doctor of Education (Ed.D.), Office of Doctoral Studies:**
https://www.tc.columbia.edu/form-library/office-of-doctoral-studies/requirements-for-the-degree-of-doctor-of-education-edd/files/Ed.D._Requirements_Bulletin_2016.pdf

The [Office of Doctoral Studies](#), or **ODS**, provides general information and administrative service to all TC doctoral students, including stipulations and requirements for completing their degree.

This handbook makes reference to these additional sources where appropriate.

If students are unclear about any expectations and procedures, they should contact their academic advisor as soon as possible to avoid delay in fulfilling requirements for their program. While academic advisors are available to help with the many intricacies of program planning, students are reminded that the final responsibility for meeting requirements and deadlines and completing necessary documentation is ultimately their own.

GOALS AND COMMITMENTS

The doctoral programs in Art and Art Education prepare knowledgeable, thoughtful, and imaginative scholars, researchers, educators, artists, administrators, and program developers, who create new knowledge and assume leadership and teaching positions in the arts and education. Scholarly research holds a critical place in our program as students inquire into contemporary problems that impact our discipline throughout their studies, and especially in their dissertation.

The Program promotes:

- **Intense involvement with art and pedagogical practices, theory, and research:** Students are expected to engage in and across a range of artistic and research processes during the course of their program, to strengthen their practice as educators, and to cross-pollinate theory, research, and practice in innovative ways.
- **Understanding of the socio-cultural context of learning:** Students are expected to be sensitive to the diverse socio-cultural environments within which learners' lives take place, to recognize their significance to education, and to remain responsive to learners' worlds in their teaching, research, and leadership.
- **Advancing knowledge equitably:** Students are expected to embrace and promote different forms and sources of knowledge, with awareness of power structures that marginalize certain ideas and ways of knowing. Students will nurture knowledge and habits of mind, heart, imagination, and aesthetic insight such that they will provide informed, strong and equitable, informed leadership in education and in the arts, exercised with respect for individuals, communities, and cultures.
- **Understanding of the nature of artistic development:** Students are expected to develop substantive insights into the artistic growth of children, adolescents, and adults; understand the nature of developmental continuity; and be sensitive to how diverse socio-cultural factors influence human development.
- **Deepening insights into art and visual culture:** Students are expected to acquire knowledge of contemporary art and visual culture, art histories, philosophy, and aesthetics, such that they have an informed view of the multi-faceted intellectual and cultural environment in which visual arts education is set, and of which it forms an integral part.
- **Familiarity with teaching approaches and learning and environments:** Students are expected to examine historical and contemporary practices in visual arts education, with attention to those that best support the needs of diverse populations.
- **The development of research skills:** Students are expected to be familiar with research in visual arts education, and to understand and use different types of methodologies

that support scholarly inquiries. Students are expected to carry out original research, and to use findings in support of their developing views of art education.

- **The development of critical thinking, analysis, and synthesis skills:** Students are expected to be able to read and analyze texts critically and to synthesize complex bodies of knowledge clearly and cogently. They are also expected to use resulting insights to enrich personal work and to design generative learning contexts for children, adolescents, and adults.
- **Scholarly communication skills:** In their scholarly writing and presentations, students are expected to share their growing insights in ways that are informed and clear.

INTRODUCTION TO THE DOCTORAL PROGRAMS IN ART AND ART EDUCATION

The Ed.D. and Ed.D.C.T.

The Program in Art and Art Education offers two doctoral degrees: **Doctor of Education in Art Education (Ed.D.)** and **Doctor of Education in the College Teaching of Art (Ed.D.C.T.)**.

Doctor of Education in Art Education (Ed.D.): The Ed.D. prepares scholar practitioners in art and art education who conduct research, provide leadership, and work in a variety of art education contexts, hoping to serve a range of populations. High-level educational research is an essential component of the Ed.D. Students are also expected to maintain their art practice. Our graduates become administrators and professors of art education in colleges and universities, and provide leadership in art education in museums, school districts, non-profit and community organizations, and governmental agencies, among other settings.

Doctor of Education in the College Teaching of Art (Ed.D.C.T.): The Doctor of Education in the College Teaching of Art (Ed.D.C.T.) is designed for practicing artists with an M.F.A. who hope to be involved in the education of professional artists. Students who join the Ed.D.C.T. are typically interested in teaching studio art courses in higher education, or in pursuing administrative positions at art schools or art departments in colleges and universities. Some of our Ed.D.C.T. students are already teaching in higher education when they join us; they come to the Program looking to strengthen their practice and the thinking that informs it. Others secure positions in art schools, university art departments, and related settings upon graduation. Scholarly educational research and high-level art practice are essential components of the Ed.D.C.T.

Concentrations (or Areas of Focus)

Students in the Ed.D. and Ed.D. CT may select one of our **optional** concentrations or areas of focus, which consist of a cluster of interrelated courses and, in some cases, a fieldwork experience. Students are not required to select a concentration, and can instead devise a program to pursue their particular interests in consultation with their academic advisor.

The concentrations we offer are:

- Museum Education
- Creative Technologies
- Studio Art Pedagogy
- Community Arts as Critical Engagements

For details on concentration requirements, please refer to the [website](#) of the Program in Art and Art Education. Please also make sure your academic advisor is aware of your concentration.

Overview of Degree Requirements

The Ed.D. and Ed.D.C.T. both entail:

- A sequence of research seminars, where students explore ideas related to their research interest in depth, and develop a series of scholarly projects that culminate in a dissertation proposal.
- A series of courses in art education, studio art, research methods, and pertinent areas beyond art education. These courses inform and support students' research endeavors.
- A professional presentation.
- A dissertation.

Specifics on the requirements for each degree are outlined later in this handbook.

In terms of requirements, the main differences between the Ed.D. and the Ed.D.C.T. are the following:

1. Students in the Ed.D.C.T. are required to complete additional courses, focused on higher education or adult pedagogy. (Students in the Ed.D. can, and often do, complete these courses as well, though they are not required to do so.)
2. While all doctoral students are compelled to complete pertinent courses outside Art and Art Education, Ed.D.C.T. students are required to complete 15 credits in this area.
3. Students in the Ed.D.C.T. focus their dissertation research on questions related to the education of professional artists or the administration of programs that educate professional artists. Students in the Ed.D. focus their dissertation research on questions related to art education for people of different backgrounds and ages, who engage with art education for a variety of reasons, in a diversity of contexts (schools, communities, museums, non-profits, etc.).

PREPARING FOR YOUR PROGRAM: IMPORTANT INFORMATION

Credit Transfer

Doctoral students may transfer up to **32 graduate level** credits earned previously into their degree. Students interested in transferring credits should visit the Transfer Credits page through the Office of the Registrar to initiate the process. Requests to transfer credits should be made to the Registrar immediately upon entering the Program (in the first semester). This will allow students and their advisors to plan efficiently. Transferred credits do not replace any required courses; they fall under the “electives” category. There is no guarantee credits will be transferred.

Degree Program of Study

The Ed.D. and Ed.D.C.T. programs of Study in the next section of this handbook (page 14 for Ed.D.; page 23 for Ed.D.C.T.) outline the specific courses required to complete each degree. The program of Study is accompanied by a Degree Program Checklist that maps the various courses, serving as a planning tool.

Planning With Your Advisor

Students are required to meet with their academic advisor at least once a semester to select suitable courses and map them into the Degree Program Checklist. As you plan, keep in mind that some courses must be taken in a specific sequence, and that others are only offered every other year or less frequently. The Degree Program Checklist may be reviewed and updated at any time, in consultation with the student’s academic advisor.

Administrative staff are not qualified to advise doctoral students on program planning or the selection of courses.

Course Load

- Students who wish to be enrolled full time are expected to carry a minimum of 9 credit points in each of the fall and spring semesters; additional courses may be taken in the summer A and summer B sessions.
- Students who are unable to be enrolled full time are advised to take two courses each semester with additional courses during the summer. Planning should be undertaken with advisement.
- Students should think carefully about how many credits they wish to take each semester and share this with their academic advisor.

Teachers College's Continuous Registration Policy

IMPORTANT: All TC students must be registered every fall and spring term once they begin their program of study. See the College's Continuous Enrollment Policy here: <https://www.tc.columbia.edu/policylibrary/associate-provost-enrollment-services/continuous-enrollment/>

Students who absent themselves without registration place their candidacy at risk.

If taking classes is not a possibility due to personal or professional circumstances, students may register for **IND 6000** in order to retain their doctoral candidacy. IND 6000 does not qualify students for advisement. Students are allowed to register for a maximum of four sessions of IND 6000 (excluding summer).

Leaves of absence, waivers, and personal exemptions are **not** forms of enrollment, and do not qualify students for advisement.

Participation in Program Activities

The Program offers a robust program of activities beyond regular courses. These include conferences, symposia, and a lively exhibition program in the Macy Art Gallery, among others. Our additional programming allows us to invite individuals and groups from across and beyond Teachers College to engage issues and practices at the forefront of the professional worlds of art and education. Doctoral students are expected to participate actively in these activities, as they inevitably expand and deepen the ways we think about and enact our practices.

Involvement in Professional Organizations

Students are urged to join the Art and Art Education faculty in membership in the various professional organizations in the field, such as the National Art Education Association (NAEA - www.arteducators.org), the Art Education Research Institute (AERI - link), the International Society for Education Through Art (InSEA - <http://www.insea.org>), the College Art Association (CAA - www.collegeart.org), the American Educational Research Association (AERA - www.aera.net), the American Alliance of Museums (AAM - <https://www.aam-us.org>), and the University Council for Art Education (UCAE - <https://ucae.org>).

As future leaders in the arts and education, students are expected to participate in local, national, and international conferences and symposia, and to keep abreast of contemporary research, issues, and practices through reading academic journals published by the various professional organizations. Announcements about conferences and calls for proposals are

routinely brought to student attention by faculty and staff. Please also stay alert for workshops on writing conference presentation proposals and giving conference presentations.

Job Opportunities

The Art and Art Education Program receives many requests from organizations seeking individuals to fill a variety of positions in art education. **We strongly encourage all students to review the weekly emails from the Program, containing a variety of job openings, and to attend the career preparedness workshops offered by Teachers College throughout the school year.**

If you have questions about job opportunities, please refer to the [Art and Art Education FAQ](#).

THE Ed.D. PROGRAM OF STUDY

Overview

The Ed.D. Program comprises the following main components:

1. **The Research Seminar Sequence:** A sequence of five required research seminars that shepherd students through the stages of their doctoral program. These seminars build on each other and support students as they explore and develop their research ideas. The Research Seminar Sequence culminates in the development of the dissertation proposal.
2. **Courses:** A series of courses that deepen students’ knowledge, understandings, and skills, supporting their research process. These courses are taken parallel to the Research Seminar Sequence. They fall into various categories, including: research methods, art education content, content in related fields, concentration courses (when applicable), and studio art.
3. **Professional Presentation:** A demonstration of professional competence beyond the Program; for example, a gallery exhibition, a presentation at a professional conference, or a published scholarly paper.
4. **The Dissertation:** An original, substantive scholarly research project in art education. Work towards the dissertation proper begins after students complete the Research Seminar Sequence.

Research Seminar Sequence – 15 credits

Five sequential seminars shepherd students through the stages of their program. Most seminars are attached to one key research paper; all seminars are required for attaining doctoral certification (more on certification and the key research papers under “Phases of Doctoral Study”). The seminars are:

	SEMINAR	POINTS	TAKEN	PAPER/PRESENTATION
1	A&HA 5504 Proseminar in Art Ed	3	Fall 1	Preliminary Literature Synthesis
2	A&HA 5504 Proseminar in Art Ed II	3	Spring 1	Problem Statement Paper
3	A&HA 6510 Advanced Seminar	3	Fall 2	Qualifying Paper 1: Literature Review
4	A&HA 6510 Advanced Seminar II	3	Spring 2	Qualifying Paper 2: Field Study
5	A&HA 7502 Dissertation Seminar	3	Fall 3	Dissertation Proposal Proposal Hearing

Courses

Research Methods Courses – 2 courses minimum

Research Methods courses, selected with advising, provide students with the necessary tools to conduct quality scholarly research. One research methods course should offer an overview of various research methodologies and must be taken before Advanced Seminar II. Other courses should be aligned with students' methodological interests. Students may select their Research Method courses from within the Program in Art and Art Education, or from other programs and departments.

Students intending to use statistics as part of their research must demonstrate their competence by passing one or more of the following courses: HUDM 4120 Basic Concepts in Statistics, HUDM 4122 Probability and Statistical Inference, HUDM5122 Applied Regression Analysis, and/or HUDM 5123 Linear Models in Experimental Design.

Content Courses (Electives) – around 31-33 credits (flexible)

Content courses are **selected with advisement**. They include:

- (a) **Courses in Art and Art Education** (prefix A&HA), which examine foundational aspects of the theory and practice of art and art education. Art and Art Education courses may also relate to individual students' research interests. The Program in Art and Art Education offers opportunities to gain credit for **Independent Study** and **Fieldwork** that support students' research goals (consult with your academic advisor). A minimum of 12 credits in TC's Art & Art Education Program are strongly suggested.
- (b) **Concentration Courses**, only for students enrolled in one of our elective concentrations (or areas of focus). Refer to the Art and Art Education [website](#) for concentration requirements.
- (c) **Breadth or "Out-of-Program" Courses** are courses offered at Teachers College, in departments and programs other than Art and Art Education (prefix other than A&HA). Students should select breadth courses related to their research interests (consult with your academic advisor).
- (d) **Other** pertinent courses; for example courses offered at Columbia (main campus) or other schools that are relevant to a students' research path and that do not have an equivalent at Teachers College (consult with your academic advisor).

The total number of credits to be accrued in the "Content" category is flexible, dependent on the number of Research Methods and Studio credits a student might take.

Studio Courses – 6 credits

Ed.D. students are required to take 6 studio credits from the Program in Art and Art Education. To view a list of studio courses, please visit the Art and Art Education [FAQ page](#).

Professional Presentation

As part of their certification requirements, all Ed.D. students are required to do a professional presentation—a gallery exhibition, a presentation at a professional conference, a published scholarly paper, or another demonstration of professional competence. The presentation must be evaluated by Program faculty. Ideally, it takes place by the time students defend their dissertation proposal. To satisfy the requirement fully, students must enroll for A&HA 6999 Exhibition Rating (0 credits) the semester of their presentation.

Dissertation Advisement/Continuous Enrollment 3 credits/semester or equivalent

Students begin working on their dissertation once they have completed the Research Seminar Sequence, and only after their dissertation proposal is completed and approved. The Office of Doctoral Studies stipulates that each semester following the approval of their dissertation proposal students must be enrolled for either:

- A&HA 8900 Dissertation Advisement (0 credits; tuition equivalent to 3 credits). Registering for this course automatically carries the status of full-time for loan and housing purposes.
- or**
- Three (3) Teachers College credit points. With careful planning, students may take some of their "Content" courses after they defend their proposal to help satisfy the continuous enrollment.

Continuous enrollment must also be maintained through the semester of the dissertation defense.

Please see Program Plan for the Ed.D. attached in the Appendix

THE Ed.D.C.T. PROGRAM OF STUDY

Overview

The Ed.D.C.T. Program comprises the following main components:

5. **The Research Seminar Sequence:** A sequence of five required research seminars that shepherd students through the stages of their doctoral program. These seminars build on each other and support students as they explore and develop their research ideas. The Research Seminar Sequence culminates in the development of the dissertation proposal.
6. **Courses:** A series of courses that deepen students' knowledge, understandings, and skills, supporting their research process. These courses are taken parallel to the Research Seminar Sequence. They fall into various categories, including: research methods, art education content, adult/higher education, content in related fields, concentration courses (when applicable), and studio art.
7. **Professional Presentation:** A demonstration of professional competence beyond the Program; for example, a gallery exhibition, a presentation at a professional conference, or a published scholarly paper.
8. **The Dissertation:** An original, substantive scholarly research project in art education. Work towards the dissertation proper begins after students complete the Research Seminar Sequence.

Research Seminar Sequence – 15 credits

Five sequential seminars shepherd students through the stages of their program. Most seminars are attached to one key research paper; all seminars are required for attaining doctoral certification (more on certification and the key research papers under “Stages of the Ed.D.C.T. Program”). The seminars are:

	SEMINAR	POINTS	TAKEN	PAPER/PRESENTATION
1	A&HA 5504 Proseminar in Art Ed	3	Fall 1	Preliminary Literature Synthesis
2	A&HA 5504 Proseminar in Art Ed II	3	Spring 1	Problem Statement Paper
3	A&HA 6510 Advanced Seminar	3	Fall 2	Qualifying Paper 1: Literature Review
4	A&HA 6510 Advanced Seminar II	3	Spring 2	Qualifying Paper 2: Field Study
5	A&HA 7502 Dissertation Seminar	3	Fall 3	Dissertation Proposal Proposal Hearing

Courses

Research Methods Courses – 2 courses minimum

Research Methods courses, selected with advising, provide students with the necessary tools to conduct quality scholarly research. One research methods course should offer an overview of various research methodologies and must be taken before Advanced Seminar II. Other courses should be aligned with students' methodological interests. Students may select their Research Method courses from within the Program in Art and Art Education, or from other programs and departments.

Students intending to use statistics as part of their research must demonstrate their competence by passing one or more of the following courses: HUDM 4120 Basic Concepts in Statistics, HUDM 4122 Probability and Statistical Inference, HUDM5122 Applied Regression Analysis, and/or HUDM 5123 Linear Models in Experimental Design.

Art College Teaching Courses – 2 courses plus and internship

Ed.D.C.T. students must complete the following courses, offered by the Program in Art and Art Education:

- A&HA 5081 Advanced Curriculum (offered bi-yearly)
- A&HA 6002 Teaching & Admin of the Arts in College (offered bi-yearly) (course required by the Office of Doctoral Studies)
- A&HA 6482 Internship in the Teaching of College (may be waived for students with a minimum of 2 years of documented experience teaching art in higher education).

Content Courses (Electives) – around 9-11 credits

Content courses are **selected with advisement**. They include:

- (a) **Courses in Art and Art Education** (prefix A&HA), which examine foundational aspects of the theory and practice of art and art education. Art and Art Education courses may also relate to individual students' research interests. The Program in Art and Art Education offers opportunities to gain credit for **Independent Study** and **Fieldwork** that support students' research goals (consult with your academic advisor).
- (b) **Concentration Courses**, only for students enrolled in one of our elective concentrations (or areas of focus). Refer to the Art and Art Education [website](#) for concentration requirements.

Content/Elective courses should be selected with advisement. Students taking a concentration may have to devote all credits under this category to concentration courses, or exceed the required 90 credits.

Breadth Courses - 15 credits minimum

The Office of Doctoral Studies (ODS) stipulates that Ed.D.C.T. students must take a minimum of **15 credit points** in breadth or “out-of-program” courses; that is, courses offered **at Teachers College** by departments and programs other than Art and Art Education (with a prefix other than A&HA). These must include:

(1) Breadth Courses in Adult and Higher Education (Ed.D. C.T.)

At least two breadth courses (for no less than two credit points each) must be from offerings dealing with higher education, adult education, curriculum on the collegiate level, psychology of late adolescence, and/or psychology of the adult. Such courses are usually offered by programs in the ORLD and ORLH departments, but your advisor can check with ODS to find out if others qualify. Courses in higher **art** education (A&HA prefix) do not satisfy this requirement. Recommended courses are:

- ORLD 4051 How Adults Learn
- ORLD 4053 Facilitating Adult Learning

(2) Other Breadth Courses

The remaining breadth credits, to be chosen with advisement, should align with students’ research interests.

Transferred Credits and Breadth Requirement

In exceptional cases, and only for the Ed.D.C.T. degree, credits completed in institutions other than Teachers College for courses in areas other than art or art education may be transferred and applied towards the breadth requirement. The transferred courses must be relevant to the individual students’ course of study, and are included in the 32 maximum credit transfer. ODS does not encourage this.

Studio Courses – 6 credits

Ed.D.C.T. students are required to accrue 6 studio credits from the Program in Art and Art Education.

Other Pertinent Courses, for example courses offered at Columbia (main campus) or other schools that are relevant to a students’ research path and that do not have an equivalent at Teachers College (consult with your academic advisor).

Professional Presentation

As part of their certification requirements, all Ed.D.C.T. students are required to do a professional presentation—a gallery exhibition, a presentation at a professional conference, a published scholarly paper, or another demonstration of professional competence. The presentation must be evaluated by Program faculty. Ideally, it takes place by the time students defend their dissertation proposal. To satisfy the requirement fully, students must enroll for A&HA 6999 Exhibition Rating (0 credits) the semester of their presentation.

Dissertation Advisement/Continuous Enrollment 3 credits/semester or equivalent

Students begin working on their dissertation once they have completed the Research Seminar Sequence, and only after their dissertation proposal is completed and approved. The Office of Doctoral Studies stipulates that each semester following the approval of their dissertation proposal students must be enrolled for either:

- A&HA 8900 Dissertation Advisement (0 credits; tuition equivalent to 3 credits). Registering for this course automatically carries the status of full-time for loan and housing purposes.
- or**
- Three (3) Teachers College credit points. With careful planning, students may take some of their "Content" courses after they defend their proposal to help satisfy the continuous enrollment.

Continuous enrollment must also be maintained through the semester of the dissertation defense.

Please see Program Plan for the Ed.D.C.T attached in the Appendix

SUGGESTED COURSES

Art and Art Education

Access course descriptions through this [link](#).

Art Education Theory and Pedagogy

- A&HA 4080 Artistic Development of Children
 - (A&HA 4291 Field Observations 1)
- A&HA 4088 Artistic Development: Adolescence-Adulthood
 - (A&HA 4291 Field Observations 2)
- A&HA 5086 Art in Visual Culture
- A&HA 5082 Philosophies of Art in Education
- A&HA 4085 Historical Foundations of Art Education
- A&HA 4081 Curriculum Design in Art Education
- A&HA 4102 Challenging Thinking: Lesson Planning
- A&H 5181 The Arts in Education

Studio Engagement and Art Education

- A&HA 4087 Processes and Structures in the Visual Arts
- A&HA 4089 New Media New Forms
- A&H 4043 Exploring Teacher/Practitioner Life Stories Through the Arts

Diversity and Art Education

- A&HA 4079 Exploring Cultural Diversity
- A&HA 4860 Cross-Cultural Conversations in the Arts

Community Engagement

- Shaping Priorities: The Arts and Community Engagement (Experiments in Content)
- Community Arts Pilot Project (A&HA 5202 Fieldwork in Art Education)
- Designing for Social Impact: Community-Based Art Education Initiatives

Creative Technologies

- A&HA 4084 Digital Foundations in Creative Technology
- A&HA 5128 Studio in Creative Technologies
- A&HA 5125 Inquiry-Based Art & Design
- A&HA 5063 Adv. Studio in Creative Technologies
- A&HA 5120 Creative Technologies Research Seminar
- A&HA 5601 Creative Technologies Colloquium

Museum Education

- A&H 4000 Inquiry in the Museum: Bridging Gallery and Studio
- A&HA 4090 Teaching in the Art Museum

- A&HA 5085 The Museum Education Department: Function, Scope, Possibility
- A&HA 5090 Museum Education: Social and Cultural Issues
- A&HA 5804 Museum Experiences Across Disciplines

Supervision and Administration

- A&HA 6021 Supervision and Administration: Arts in Education

Research and Scholarly Writing in Art Education

- A&H 5001 Research Methods in Arts and Humanities
- A&HA 5005 Visual Arts Research Methods
- A&HA 6010 Writing for Journal Publication in the Arts

Higher Art Education

- A&HA 5081 Advanced Curriculum
- A&HA 6002 Teaching & Admin of the Arts in College
- A&HA 6482 Internship in the Teaching of College

Fieldwork & Independent Study

Refer to “Courses” in the Art and Arte Education website for complete listings

Studio

A&HA 5063 Advanced Studio

For a list of other studios courses, refer to FAQ in TC A&AE website:

<https://www.tc.columbia.edu/arts-and-humanities/art-and-art-education/faq/faq---current-students/>

Special Offerings

Stay alert for one-time courses and symposia.

Adult And Higher Education

- ORLD 4051 How Adults Learn
- ORLD 4053 Facilitating Adult Learning

PHASES OF DOCTORAL STUDY

The Ed.D. and Ed.D.C.T. involve a series of phases that lead, first, to doctoral certification, and later, to the doctoral dissertation and degree award. Students are shepherded through the phases of certification through the Research Seminar Sequence and through academic advising.

Doctoral Certification is a necessary step in all TC doctoral programs. It represents full candidacy for the degree, and is the moment when a doctoral student officially becomes a *doctoral candidate*. One practical benefit of certification is the possibility of auditing courses at Teachers College.

Iterative Formal Review

At each stage of the path towards doctoral certification, students will submit work for formal review. The required doctoral seminar sequence guides and supports students as they develop much of this work. Students must receive a passing grade in each seminar before they can enroll in the next one (the grade of Incomplete is not a passing grade). Work developed in each seminar will be submitted to the Faculty Review Committee. If revisions are required following the first review, a deadline for a second submission will be given. Students will be expected to complete revisions in a timely fashion and with advisement, as specified in writing by the Art and Art Education Faculty Review Committee. In the event that the second formal review is unsatisfactory, a faculty meeting will be convened to discuss the student's progress in the Program, with the option of recommending to the Registrar the transfer of the student to another degree program or the discontinuation of the student's doctoral candidacy.

Phase 1: Preparation of the Problem Statement – Proseminar II

Early in their program, students are required to develop a 10-page Problem Statement paper detailing a scholarly problem rooted in both their professional experience and understanding of pertinent literature. The Problem Statement frames students' research idea, and becomes the basis around which initial research questions are developed. Initial research questions are in fact included at the end of the Problem Statement paper.

Students must be enrolled in Proseminar II to begin their work on the Problem Statement (Proseminar I functions as an introductory course). Guidelines for the Problem Statement paper will be provided in the seminar. Once the Problem Statement and accompanying research questions are completed, and with faculty approval, they are formally submitted to the Art and Art Education Review Committee. Students will be notified of the acceptability of their Problem Statement and research questions. If revisions are required, students will be given a date for re-submission. Upon faculty approval, students will receive permission to progress to the next phase of Doctoral Certification.

Phase 2: Writing the Two Qualifying Papers – Advanced Seminar I and II

Once the Problem Statement and related research questions are approved, students, in consultation with faculty, select two of their initial research questions to develop as full research papers. These research papers--or Qualifying Papers--serve as background for the dissertation proposal. The first qualifying paper, an in-depth review of literature on a specific issue, is developed in Advanced Seminar I. The second Qualifying Paper, a field-based study, is developed in Advanced Seminar II.

Guidelines for the Qualifying Papers are provided in the appropriate seminar. Once completed, both Qualifying Papers are submitted, together, to the Art and Art Education Review Committee. Students will be notified of the acceptability of their Qualifying Papers. If revisions are required, students will be given a date for re-submission. Upon faculty approval, students will receive permission to progress to the next phase of Doctoral Certification.

Phase 3: Developing the Dissertation Proposal – Dissertation Seminar

Refer to Appendix 1 for more information.

In order to enter this phase, students must have completed their two Qualifying Papers to the satisfaction of the Art and Art Education Faculty Review Committee. In the Dissertation Seminar, students encounter the intellectual challenge, faculty oversight, and peer review necessary to the rigorous development of the dissertation proposal. At the end of the seminar, students will be expected to have made significant progress on completing a substantive proposal in which they have identified a critical problem; outlined and justified a central question; committed themselves to the major methodological procedures whereby their question will be carried forward; and provided an initial bibliography.

Students are expected to identify their dissertation sponsor while preparing their dissertation proposal (more on the Dissertation Sponsor on page 36).

Once completed and approved by the dissertation sponsor, the complete proposal is submitted to the Art and Art Education Review Committee.

Phase 4: Dissertation Proposal Hearing

Once the dissertation proposal is complete, students are required to participate in a public hearing of their work. For this hearing, students prepare an 8-10 page distillation of their proposal with enough copies to distribute to members of the doctoral faculty and students in attendance. Students are given 20 minutes to present their proposals to the group, which are followed by questions and comments from the doctoral faculty.

Students will be notified of the acceptability of their proposal and proposal presentation. If revisions are required, students will be given a date for re-submission. Upon faculty approval, students will receive permission to progress to the next phase of Doctoral Certification.

Professional Presentation – Exhibition Rating

As part of their certification requirements, all Ed.D.EdD and Ed.D.C.T. students are required to do a professional presentation—a gallery exhibition, a presentation at a professional conference, a published paper, or another demonstration of professional competence. The presentation can happen any time—ideally by the time of the proposal hearing. It must be evaluated by Program faculty. To satisfy the requirement fully, students must enroll for A&HA 6999 Exhibition Rating (0 credits) the semester of their presentation.

Continuous Enrollment – 3 credits/semester or equivalent

Starting with the term following a successful proposal hearing, students are required to be in continuous enrollment for either (a) a minimum of 3 credit points, or (b) enrolled in Dissertation Advisement (A&HA 8900 for 0 credits – tuition equivalent of 3 credits) each fall and spring term, **including the term they defend their dissertation**. If a student has received **exceptional** permission to schedule a dissertation defense in summer, enrollment will also be required for that summer term.

Phase 5: Institutional Review Board (IRB) Approval

All TC research that involves human participants has to be undertaken with the approval of the Institutional Review Board (IRB) to ensure participants are treated fairly and protected fully.

Once a dissertation proposal is approved by the Art and Art Education Doctoral Faculty Review Committee, the student must complete the Institutional Review Board requirements, including the **IRB Training Workshop** (this free, online workshop can be done at any time prior to this stage) and IRB application. The IRB application must be approved by the dissertation sponsor prior to submission. **Data collection may not start until the IRB application is approved.**

Please see the IRB website for further details:
(<https://www.tc.columbia.edu/institutional-review-board/>).

Phase 6: Doctoral Certification

Doctoral Certification represents full candidacy for the degree. It is the moment when a doctoral student officially becomes a doctoral *candidate*. One practical benefit of certification is the possibility of auditing courses at Teachers College.

Requirements for certification include:

- At least 60 completed points (including transferred credits).
- At least 6 Teachers College courses with evaluative grades, completed subsequent to the first year of doctoral study.
- No Incompletes.
- A composite grade decile of 6 or above in courses taken before certification (a sheet describing how deciles are calculated is available on the Office of Doctoral Studies (ODS) website and students are encouraged to compute their decile).
- Successful completion of the Research Seminar Sequence, including:
 - Approved Problem Statement
 - Two approved Qualifying Papers
 - Approved Dissertation Proposal
- Successful Dissertation Hearing
- Successful Professional Presentation
- Approved IRB application

Students will work with the Program Secretary and their academic/research advisor to ensure all required certification paperwork has been compiled before fully submitting to ODS. To apply for certification, the Program Secretary (arted@tc.columbia.edu) must have the following documents on file:

- A PDF of the complete dissertation proposal (provided by the student).
- Signed *Dissertation Proposal Hearing Report Form* (generated by the Program).
- IRB approval notice (provided by the student).
- Degree Audit: The Degree Audit is now required by ODS in lieu of the Program Plan, which is no longer accepted. The Degree Audit should add to a minimum of 90 credits. Please [visit this link](#) for more information on the Degree Audit.
- Departmental recommendation for certification form, approved by the student's sponsor and Department Chair (generated by the Program).
- *College Teaching of an Academic Subject Form* (generated by Ed.D.C.T. students and their advisors)

After recommendation for certification has been granted, the Program Secretary will submit the documents to ODS on behalf of the student.

If students have accrued 60-75 points before they are certified, they must graduate within 5 years from the time of certification. If students have accrued 76 points or more before certification, they must graduate within 4 years from the time of certification.

Phase 7: The Dissertation – Dissertation Advisement

Refer to Appendix 2 for more information.

While working on their dissertations, students are required to enroll in Dissertation Advisement or another course (Independent Study, Doctoral Seminar) with their sponsor (consult your sponsor for the appropriate enrollment). During this time, students must establish regular meeting times with their dissertation sponsor. This ongoing, iterative review process is intellectually healthy. It allows for work to be produced in a timely way and for problems to be addressed before they become serious. In all cases, the dissertation must demonstrate candidates' understanding of the issue of study, competence in research methodologies and methods, capacity for rigorous and original thought, and ability to carry forward and sustain ideas and express them with clarity.

Students can expect the following timeline for completing their dissertation, following IRB approval:

- Generally: 3-5 semesters, plus the semester of the defense (assuming steady, productive work on the student's part).
- In rare cases: 2 semesters, plus the semester of the defense.
- In rare cases: 6 semesters or more.

The timeline for completing a dissertation depends on factors including: (a) the quality of the proposal (clarity, depth, thoroughness), (b) the nature of the study, and (c) the time it takes each student to complete work at the expected scholarly level.

Grant-in-Aid

As students approach the last stages of dissertation work, they may apply for Grant-in-Aid with the Office of Financial Aid. Grant-in-Aid offers financial support on the final two semesters of dissertation writing. Grant-in-Aid is not automatically given and depends upon individual circumstances. For more information and application forms, contact the Office of Financial Aid.

Phase 8: Oral Defense

Refer to Appendix 2 for additional information.

For a defense to take place, students must have completed all dissertation chapters **by the start of the semester when they plan to defend**. Continuous enrollment (3 credits or Dissertation Advisement) is required in the semester of the defense.

After candidates have received consent from their dissertation sponsor that their work is ready for defense, they must complete the "[Notification of Intention to Defend the Ed.D. Dissertation](#)" form. This form must be returned to the Office of Doctoral Studies prior to the deadline set forth during the term in which the final oral defense is to be scheduled. Oral examinations are held in the Autumn and Spring terms, and only in very exceptional circumstances during the Summer.

Once the dissertation is finished, **the student must submit copies of the final draft of the dissertation to each member of the Dissertation Committee at least three weeks before the date set for the oral defense**. It is the candidate's responsibility to be aware of and successfully meet all deadlines for all aspects of the final dissertation review and scheduling of the doctoral defense.

The purpose of the defense is to determine the overall acceptability of the dissertation and to assess the need for revisions prior to the preparation of the final document. The Dissertation Oral Defense is held on a set date and at a specific time for two hours. At the conclusion, the Committee indicates the candidate's status. If the Committee agrees by majority vote that the dissertation is acceptable or can be made acceptable with minor changes approved by the dissertation sponsor, the candidate receives a pass and may proceed with the preparation of the first deposit of the dissertation. If the Committee accepts the Dissertation Oral Defense but requires substantial changes in the dissertation, the revised version must be approved by the dissertation sponsor and one other member. These two faculty members become the Dissertation Revisions Committee. If the Dissertation Oral Defense is judged unsatisfactory the candidate may have the privilege of another Dissertation Oral Defense only by permission of the Ed.D. Committee. No more than two Dissertation Oral Defenses are allowed.

Award Of The Degree

When all degree requirements have been met satisfactorily, including the completion of coursework, doctoral certification, continuous registration, and passing the dissertation defense, and when required copies of the final form of the dissertation and abstract have been deposited with the Office of Doctoral Studies, the candidate must then complete any other steps required by ODS and make certain that all records are complete and in good order.

The Registrar makes the final review of all College and University requirements and authorizes the issuance of the degree. Degrees are awarded by the University in October, February, and May. Commencement occurs only once a year, at the end of the spring term.

DISSERTATION SPONSOR AND DISSERTATION COMMITTEE

The dissertation sponsor is the faculty member with whom a student works on the dissertation. Based on students' research interests and faculty expertise, and availability, students identify their dissertation sponsor from the full-time, professorial Program faculty when they start working on their dissertation proposal. (To clarify, the roles of the dissertation sponsor and the academic advisor are different—the former works with students on the dissertation; the latter helps students select courses. The academic advisor and dissertation sponsor may be two different people or the same person.)

The Dissertation Committee comes into being for the purpose of in-process advising and for the dissertation defense. The Committee consists of the dissertation sponsor, the second reader, the third reader, and the external examiner. In consultation with the dissertation sponsor, students identify a second reader and a third reader for the dissertation. These committee members should be a part of the Teachers College faculty. The external examiner—also a Teachers College faculty member—is assigned through the Office of Doctoral Studies once the defense details have been finalized. Committee members from outside Teachers College are appointed in exceptional cases only. Please consult Appendix 2 of this handbook and the bulletin of [Requirements for the Degree of Doctor of Education](#) available from the Office of Doctoral Studies for further details on the committee selection, committee member roles, and the appointment of committee members from other institutions.

DIFFERENCES BETWEEN ODS AND ART AND ART EDUCATION DOCTORAL REQUIREMENTS

The Office of Doctoral Studies (ODS) stipulates Teachers College's [Requirements for the Degree of Doctor of Education](#). There are a few areas where Art and Art Education doctoral requirements differ from those stipulated by ODS, specifically:

- Art and Art Education students are required to submit two Qualifying Papers *instead* of taking Qualifying Examinations.
- The Program in Art and Art Education has additional requirements for certification, described earlier in this handbook.
- The Program in Art and Art Education does not allow cooperative dissertations (that is, dissertations written by two or more people).

In each of these cases, the guidelines of the Program in Art and Art Education supersede ODS requirements.

SUBMISSION DEADLINES

Requirement	Fall Semester Submission to Faculty Review Committee	Spring Semester Submission to Faculty Review Committee
Preparation of Problem Statement	N/A	TBA
Qualifying Papers	TBA	TBA
Dissertation Proposal	TBA	TBA

FULL-TIME FACULTY



JUDITH BURTON, Ed.D. *Macy Professor of Education*

Dr. Judith M. Burton holds the Macy Chair of Education at Columbia University Teachers College (TC); she is also a Professor of Art & Art Education. Before coming to TC she was Chair of Art Education at Boston University and taught at the Massachusetts College of Art. Burton received her Ed. D. from Harvard University in 1980. Her research focuses on the artistic-aesthetic development of children, adolescents and young adults and the implications this has for teaching and learning and the culture in general. In 1995 she co-founded the Center for Research in Arts Education at Teachers College, and in 1996 founded the Heritage School – a comprehensive high school featuring the arts – located in Harlem, NYC. Her book *Conversations in Art: The Dialectics of Teaching and Learning* co-edited with Dr. Mary Hafeli was published in 2012. She is author of numerous articles and chapters and currently has two books in process of publication: She received the Manuel Barkan Award for excellence in research writing, the Lowenfeld Award for lifetime achievement in art education from National Art Education Association (NAEA) and the Ziegfeld Award for services to international art education from the International Society for Education Through Art (INSEA). Dr. Burton is a Fellow of the Royal Society for the Arts in Great Britain, a Distinguished Fellow of the NAEA, and serves as Distinguished Visiting Professor at the Central Academy of Fine Arts Beijing, and the South China Normal University, Guangzhou. She holds an honorary doctorate from the Beaconhouse University, Lahore, Pakistan. She is a trustee of the Maryland Institute College of Art in Baltimore, MD, USA and a former trustee of the Haystack Mountain School of Crafts in Maine, USA. She is the NAEA Eisner Lifetime Achievement honoree for 2015, in recognition of her services to the profession both nationally and globally. Her chapter *Crossings and Displacements: The Artist and the Teacher, Reweaving the Future* is included in the AERA Handbook on Research and Teaching 2016.



IRIS BILDSTEIN, Ed.D. *Lecturer in Art and Art Education Program*

Iris Bildstein received her Ed.M. and Ed.D. in Art and Art Education from Teachers College, Columbia University. She holds a B.A. in studio art from Queens College, CUNY. During the 1990s, Iris was the director and lead art teacher of a program through Asphalt Green, which provided art programming to underserved NYC public school children (K-12). After receiving her Ed.M. in 2002, she became the director of an alternative art teacher certification program for Studio in a School. Iris was named a recipient of the 2010-2011 General Research Fellowship at Teachers College for her dissertation research. In recent years Iris has taught in several graduate art education programs including Teachers College. Upon completion of her doctoral degree, Iris was appointed as a lecturer to Teachers College's Art and Art Education program where she coordinates all of student teaching, in addition to teaching several courses. Her research looks at ways in which art teachers reflect upon their teacher education in light of the rigors of contemporary education. She has co-authored *Challenging Thinking: Possibilities and Potentials for Teaching and Learning* in

the Visual Arts with Dr. Judith Burton, which is slated for publication. Iris is a member of Kappa Delta Pi and exhibits her paintings/artwork whenever possible.



OLGA HUBARD, Ed.D., M.F.A. *Director, Program in Art and Art Education, Associate Professor of Art and Art Education*

Olga Hubard is interested in the humanizing power of art and in how educators can help promote meaningful art experiences for all learners, particularly in museum settings. Her scholarship on this topic, which has been published in numerous academic journals, is informed by a long career in the field. After completing her M.A. in Art Education, Olga was a museum educator at the Museum of Modern Art for nearly a decade. Concurrently, she worked as a long-term teaching artist at a New York City public elementary school (through Studio in a School). Later on, Olga became Museum Coordinator at the Heritage School, a job that involved integrating experiences in New York City's cultural institutions into all aspects of the high school curriculum. Prior to joining the faculty of Teachers College, Olga was Head of Education of the Noguchi Museum, where she envisioned, initiated, and oversaw all aspects of new school, family and teen programs. Olga continues to collaborate with art museums across the country, where she gives talks, conducts professional development, and consults on curriculum and program development. She has also taught and presented internationally in China, Japan, Qatar, Brazil, and Mexico. Olga holds doctoral and master's degrees in art education from Teachers College, an M.F.A. from the School of Visual Arts, and a B.A. in Art History from the Universidad Iberoamericana (Mexico). She maintains an active art practice.



RICHARD JOCHUM, Ph.D., M.F.A. *Associate Professor of Art and Art Education*

Richard Jochum received his Ph.D. in Philosophy from the University of Vienna (Austria) and an M.F.A. in Sculpture and Media Art from the University of Applied Arts in Vienna (Austria) after having completed undergraduate and graduate studies in political sciences, literature, performance studies, and theology. Richard Jochum has been a visual artist since the 1990s. His artistic work crosses a wide range of practices with a strong focus on video, site-specific installation, performance, and land art and has been shown in more than 200 international exhibitions, public installations, and screenings. He is a studio member of the Elizabeth Foundation for the Arts in Midtown Manhattan and represented by Gallery Bundo in South-Korea and Gallery Lindner in Austria. Dr. Jochum was as a Visiting Professor in the media design department of the University of Applied Sciences in Dornbirn (Austria), and a Distinguished Visiting Scholar at the American University in Cairo (Egypt). He has lectured at numerous colleges and art schools in Europe, the Middle East, and the U.S. and, prior to becoming full-time faculty, was a Visiting Scholar and Adjunct Professor at Teachers College, developing curricula and teaching courses in new media, social and interactive media, visual culture, philosophy of art, and curriculum design. Dr. Jochum's scholarly interests focus on artistic research practices, studio art teaching and learning in higher education, as well as new media and media art education. He coordinates the

Creative Technologies Certificate as part of the Art and Art Education Program. More information can be found on richardjochum.net.

APPENDICES

APPENDIX 1

FINISHING YOUR DISSERTATION PROPOSAL

At the conclusion of the proposal seminar, the status of each proposal will be assessed based on the Dissertation Proposal Rubric. The seminar instructor will be in charge of the assessment. Individual students' sponsors may participate in this assessment as well. Next steps will be determined at this point.

- o **If the proposal is deemed finished and suitable for a hearing by the end of the Seminar**, the student will:
 - Secure sponsor's approval to defend the proposal,
 - Defend his/her proposal early the following semester (date to be arranged with Art Ed faculty).
 - Promptly move forward with IRB application.

- o **If the proposal is not finished by the end of the seminar**, the student will:
 - Continue to work on the proposal independently over summer. (Note that sponsors are **not** available for advising during the summer term).
 - As soon as school resumes in the fall, continue work on the proposal **with the active, ongoing guidance** of the sponsor. (To receive sponsor guidance at this point, students must be enrolled for at least one credit in **any class** at Teachers College. IND 6000 does not qualify students for advisement.)
 - Complete the proposal.
 - Secure sponsor's approval to defend the proposal.
 - **Hand in proposal to the Program in Art and Art Education by October 15** (no late submissions allowed).
 - Defend proposal in fall hearing, which will be scheduled for two to three weeks following the submission deadline.
 - Once the proposal is approved, work with the sponsor on completing IRB application.

- o **If the proposal is not finished by the October 15 deadline**, the student will continue work on the proposal with the sponsor until the end of the term, and submit and defend the proposal the following semester (the deadline for submissions will be March 15).

- o **If the proposal is not finished by the end of the Fall term**, the student is required to continue work on the proposal under the guidance of the sponsor the subsequent semester. To receive advisement at this point, the student **must** enroll in an Independent Study with the sponsor until the proposal is deemed acceptable for defense. The proposal will be submitted to the Program on the next available deadline.

IMPORTANT NOTE: Sponsors need at least two weeks to read student fragments of work and offer feedback. Factor this into your timeline.

APPENDIX 2

WORKING ON YOUR DISSERTATION

Congratulations! Your dissertation proposal and IRB application are approved and you are ready to start working on the dissertation proper. This is an exciting time--and a time to get ready for **hard work**, mentally and logistically. The clarifying points below will help you know what to expect and clarify some common misconceptions.

- A dissertation is not just a long paper but the result of a deep and rigorous research process. Unlike other work you may have done as a student, a finished dissertation is not “student work” but rather a professional-level research report that adheres to the highest scholarly standards. Therefore, writing a dissertation is **hard work**; it involves challenging intellectual processes and it calls for lots and lots of time and dedication. Most doctoral students engaged in dissertation work comment on how the process feels more difficult and longer than they had expected.
- The *Introduction*, *Literature Review*, and *Methodology* of your proposal **are not** the *Introduction*, *Literature Review*, and *Methodology* of your dissertation. The chapters from the proposal will need to be deepened, expanded upon, edited, tidied-up, etc.--and in some cases rewritten entirely--for the dissertation. This is because (a) the proposal is that: a proposal, and not a dissertation, and the latter calls for deeper and more solid work, and (b) ideas tend to shift and evolve as the research moves forward, and every chapter of the dissertation needs to reflect this evolution. Some of these revisions may happen before you start collecting data.
- When starting to write the dissertation document proper (after data collection and analysis), it **may** make sense to start writing up the findings before working on earlier chapters. This is because the analysis of the data often brings greater focus to the research. A renewed focus inevitably influences the contents of the *Intro*, *Lit Review*, and *Methodology*.
- In most cases, a chapter goes through **multiple drafts** before it is finalized (or “temporarily finalized”—see the point after the next one). The process of writing a dissertation chapter—and a dissertation—involves iterative cycles of writing, rewriting, and re-rewriting.
- It is normal to feel lost at various times while writing the dissertation. There are no step-by-step recipes to walk you through the various parts of the process; each research project and researcher is unique in some ways. With the support of your sponsor, you will ultimately find your own way.
- Once all the chapters of the dissertation finally come together, chapters that had been “temporarily finalized” will likely need to be revised further (though to a lesser extent). This is because each part must work well within the whole dissertation document, and this fit is not always evident when working on/reviewing chapters individually.
- It is always helpful to set deadlines along the way. This said, there is no way your sponsor can guarantee that a certain section, chapter, or the dissertation will be finished by a certain date. With a dissertation, it is not just about finishing something by the deadline, but about accomplishing excellent quality work. This calls for reworking sections until they have the depth and cogency that is expected.
- Keep in mind that your sponsor will need time to give you feedback on your work. Because your sponsor is supervising multiple dissertations simultaneously--as well as doing all of the

work required for teaching courses, advising students, research/scholarship, and college/professional service, a minimum of two weeks is required for your sponsor to have enough time to read your work as you submit it for review along the way. Also keep in mind that you cannot count on being in touch with your sponsor during TC breaks (your sponsor will work with you to figure out what you can accomplish during these breaks so you keep moving forward). Factor this as you envision your timeline.

- You are responsible for selecting a second reader for your dissertation (your sponsor is a good source for suggesting possible options). This should happen soon after your dissertation proposal and IRB proposal are approved. Respectfully approach the faculty member (full-time, professorial faculty from Art and Art Education or another TC program) you wish to invite as a second reader and ask if he or she would be willing to serve on your committee in this capacity. Second readers generally offer helpful feedback along the way, though they may be more or less involved. As soon as you secure a second reader, make sure to have a conversation with both your sponsor and second reader so you are in agreement regarding when and how the second reader will offer feedback and guidance. For example, the second reader may offer feedback on your work only once the sponsor has approved particular sections. Additionally/alternatively, your second reader might join you and your sponsor in key meetings so the two faculty members can comment on your work together. At other times, it might make sense for second readers to offer specific guidance on an aspect of your work that relates to their specific expertise. In any case, it is important that all involved are fully aware of what is going on. Make sure to keep the communication channels open.
- You will select a third reader for your committee (faculty from Art and Art Education or another TC program) sometime before the defense. A fourth reader, from outside the program, will be assigned by Teachers College at the time your defense is scheduled. In most cases, the third and fourth reader read your dissertation once it is totally done and only offer feedback at the defense.
- Readers from outside TC may become part of your committee under exceptional circumstances only.

The Semester of Your Defense

By the **START** of the semester in which you plan to defend, you should have all your chapters finalized--that is, all chapters must already be approved by your sponsor following the necessary rounds of revisions. It is unrealistic to assume that you will be able to finish the dissertation in time for the defense otherwise. Finalizing the dissertation is more than just putting individual chapters together; the whole, collated document needs to be reviewed as such, and will often need to be revised further as chapters come in conversation with each other. The delivery date of the completed full draft to the sponsor, to allow for the back-and-forth revision described above, is **February 1 for Spring defense and September 20 for Fall defense.**

More specifically, these are the processes that will take place during your defense semester:

- Collate finalized chapters to create the whole dissertation document. Hand in for sponsor review (keep in mind that your sponsor will need time to reread the full document carefully).
- Sponsor returns the whole dissertation with feedback to you.
- Make revisions.
- Hand in the revised dissertation for sponsor review (again, your sponsor will need time to read through it). There may or may not be additional feedback. If there is, rework the document yet again and hand it in for another round of review. This process of review and revisions will reoccur until the dissertation is approved for defense.
- Sponsor approves the final draft.
- Copy-edit and format dissertation with all relevant parts (cover page, table of contents, lists of figures and tables, references, etc.).
- Find out from your committee members their individual preferences for the form in which they wish to receive the dissertation (pdf as an email attachment or paper copy, or both). Prepare the documents accordingly.
- Hand in the finished dissertation draft to committee members **three (3) weeks prior** to the scheduled defense date. No exceptions, as this is a College rule.
- Note that the last day to defend a dissertation is a few weeks before the semester ends (check with ODS for the specific date in the semester you are defending). Moreover, coordinating your four committee members' schedules for the defense can sometimes prove quite difficult. This means that you cannot count on defending on the last allowable day; in fact, your defense may end up scheduled a few weeks before the last allowable day. Keep this in mind as you prepare to finalize your dissertation.

From a logistical standpoint:

- Submit your “Intention to Defend” form to ODS by the deadline.
- Make sure that the courses you have taken are in agreement with the program plan you submitted to ODS. If not, work with ODS to clarify any discrepancies. If your committee members have changed from what you told ODS earlier, you will also need to clarify these discrepancies with them. This will involve additional paperwork.
- Once your fourth committee member is assigned, coordinate a date and time for your defense with your committee members (confer with your sponsor first).
- Prepare for the defense (confer with your sponsor).
- Enjoy the defense!

.....
I confirm that I have read this document, had opportunities to ask questions about it, and received clarifying answers to all my questions. As a result, I am clear about what to expect as I work on my dissertation.

Student’s name (print): _____

Signature: _____

Date: _____

Sponsor’s name (print): _____

Sponsor’s Signature: _____

Date: _____

APPENDIX 3

FALL 2021 COURSE MODALITY

General TC Guidance

In-Person Classes

Classes at Teachers College begin on Wednesday, September 8, 2021. All students who will be on campus are required to be fully vaccinated prior to the opening of the fall semester. The great majority of classes will take place in-person on the TC campus. **Returning to in-person instruction is not a preference. It is the mode of instruction, unless otherwise noted in the course registration system.** (Select classes will be coded as online courses).

Please refer to the TC preparedness website for additional FAQs and instructions. New information is added to this site daily. <https://www.tc.columbia.edu/preparedness/>

Students may also email returntocampus@tc.columbia.edu with any concerns about the back-to-campus plans.

Requests for Remote Learning

Teachers College is committed to supporting students who have a need to study remotely for the upcoming fall semester. Students must have a documented medical or health reason or a travel or visa restriction in order to study remotely. Other reasons will be considered on a case-by-case basis by Teachers College, and approval is at the discretion of the College.

To assess students' circumstances, Teachers College asked students to respond to an enrollment survey, found through this link: https://tccolumbia.qualtrics.com/jfe/form/SV_77gXYybUAmKgQLQ. If you have not responded to this survey, please do so ASAP.

The College is in the process of communicating with students who requested remote learning. Students approved for remote learning for the Fall 2021 semester will be notified by the end of June and the accommodation will be for the Fall 2021 semester only.

Students without documented approval for online learning from the College should not contact faculty members or program staff directly to request online attendance to their courses.

ART & ART EDUCATION FALL 2021 COURSE MODALITY

How will Art Education classes be taught in Fall 2021?

In the Fall of 2021 the great majority of Art Education classes will be taught in person and on campus.

The following studio courses will be taught entirely online and are open to all students:

A&HA 4094 001 Intro to Digital Photo - CRN 37935

A&HA 4063 001 Introduction to Painting - CRN 37742

Customary studio fees will be waived or reduced significantly for online studios (when fees are reduced, these will be used for guest speakers). Instead of paying studio fees, students will be required to source and purchase their own supplies. Specific supply lists will be provided by studio instructors.

As is always the case, courses for students in the Hybrid Studio MA Program will be taught online in fall. These courses are **only** for students in the Hybrid Studio MA Program and are not open to other students. This is noted in the online schedule.

Can I join in-person classes online?

As stated under the TC guidance, if you have officially requested and been granted an allowance to participate in courses online by Teachers College you may join **non-studio** in-person classes online. If you have not been granted an allowance to participate in courses online, you must attend in person.

IMPORTANT EXCEPTION: In-person studios **may not** be taken remotely, even if you have been granted an allowance to participate in classes online. Learning in these courses relies on equipment and materials that are only available in our studios on campus and cannot be replicated at home.

If you need to take a studio course remotely in fall, please enroll in one of our online studio courses: **A&HA 4094 001 Intro to Digital Photo (CRN 37935)** or **A&HA 4063 001 Introduction to Painting (CRN 37742)**. These courses are open to all students. If (a) you must take a studio in the Fall, (b) you have been granted an allowance to attend courses online by TC, and (c) the online course you need is closed, please reach out to the instructor and request permission to join.

APPENDIX 4

TEACHERS COLLEGE POLICIES

ALL STUDENTS MUST BECOME FAMILIAR WITH TEACHERS COLLEGE POLICIES OUTLINED IN THE ACADEMIC CATALOG: <https://www.tc.columbia.edu/catalog/policies/>

ART AND ART ED PROGRAM POLICIES

Transfer Credits

Within the Art and Art Education Program, up to 32 points may be transferred into the doctoral degree. Students must first request a general transfer credit review from the Registrar. Once this report is received by the student's advisor, the advisor determines those specific courses that may qualify for transfer to the student's plan of study.

Statement on Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will review each student's progress annually. When there are concerns about satisfactory progress, students will be informed by the Program faculty. If a student is performing below expectations they may be required to complete additional coursework or engage in other remediation. The Program will provide a plan and timeline for remediation. If satisfactory progress is not maintained the student may be dismissed from the Program.

Academic Performance

The Program requires that all students maintain a minimum grade point average of B. Any student performing below expectation may be required to complete additional coursework in order to continue in the degree program. Any student receiving eight or more points at grades of C- or lower is not permitted to continue registration in the College in any capacity and may not receive a degree or diploma. Petitions for exceptions to this policy must be submitted, in writing, to the Registrar with a written recommendation from the program in which the student was last enrolled. Such petitions are then submitted to a faculty committee for review and decision.

Incomplete Grades

TC POLICY: The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was

received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement.

AAE PROGRAM ADDITIONAL POLICY: All work to be submitted with the purposes of changing an Incomplete to a letter grade must be submitted to the appropriate instructor no later than three weeks prior to the one-year deadline stipulated by the College. Work submitted to the instructor later than three weeks prior to the one-year deadline will not be considered, as faculty need time to review the work and assess its acceptability by the College deadline.

Plagiarism

From the Teachers College Student Conduct Code:

"Students who intentionally or recklessly submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, misrepresent academic records or other violations noted below are subject to charges. Those who engage in academic misconduct should expect sanctions up to and including dismissal from TC."

To read the complete TC Student Conduct Code visit this link:

<https://www.tc.columbia.edu/policylibrary/policies/student-conduct-code-academic-integrity-and-general-misconduct-1222590/>

Pay special attention to section 2 on Academic Integrity.

**

In the Program in Art and Art Education, penalties for students who plagiarize can include failing the assignment, failing the course, and dismissal from TC. Cases of plagiarism will be reviewed by the instructor of the course in consultation with the Art Education Faculty Committee.

Annual Doctoral Review Process

The Art and Art Education Doctoral Review Committee will review doctoral student progress at the end of each academic year. Three levels of progress are identified within the Program:

Level of Academic Progress	Description
Good Academic Progress	All academic requirements set by the College and the Program are being met in a timely and successful way.
Adequate Academic Progress	Some academic requirements remain outstanding and need attention for completion of the degree.
Inadequate Academic Progress	Many academic requirements remain outstanding and student performance is in question.

Students who receive progress reviews that indicate Inadequate Academic Progress must inform the Art and Art Education Doctoral Review Committee about the course requirements they intend to meet in the following academic year. This will be done by completing the Doctoral Student Review Form, which will then become part of the student's permanent record in the Program. Students who fail to complete and return their review form or to accomplish their progress goals for a period of four semesters (excluding summer) will be required to meet with the Art and Art Education Doctoral Review Committee, and may be counseled out of the Program or asked to revert to a non-degree status.

Review of Doctoral Papers

At each stage of the doctoral certification process, work will be submitted for formal review. If revisions are required following the first review, a deadline for a second submission will be given. Students will be expected to complete revisions in a timely fashion and with advisement, as specified in writing by the Faculty Review Committee. In the event that the second formal review is unsatisfactory, a faculty meeting will be convened to discuss the student's progress in the Program, with the option of recommending to the Registrar the transfer of the student to another degree program or the discontinuation of the student's doctoral candidacy.

Use of Studio Spaces

All students enrolled in a studio course may use the space to create class work and must follow all studio guidelines.

According to Teachers College policy, individuals may not use TC studio facilities without being officially registered with the College. The Program in Art and Art Education further stipulates that the use of studios is reserved for students who are registered for a TC studio course, Independent Studio Work, or a community program in the particular studio area.

This said, active students in the Program in Art and Art Education may request to use a studio that is not attached to one of their courses. To make such requests, students must contact the full-time faculty member responsible for the particular studio* and establish their goals and expertise in the area. A conversation with the responsible full time faculty member, the studio instructor(s), and the studio fellow(s)/assistant(s) will ensue. The goal of this conversation is to discuss materials, work schedule, and support needed, as well as the possibility of storage. Students may be asked to provide their own materials and may or may not have access to storage space. Depending on the situation, students may also be asked to register for a specific course or Independent Studio Work to earn access to the studio. It is to everyone's benefit that we are respectful of the Program's workspaces.

* Contact the Art Education Office (artofc@tc.edu) for contact information for full-time faculty responsible for each studio.

Guidelines for Requesting Recommendations

The Art and Art Education Faculty strongly encourage and support students' efforts to advance their professional careers. More often than not, the application processes for job searches, internal and external grants and awards, and other potential opportunities call for letters of recommendation from faculty who can speak directly to students' particular qualifications and experiences. Crafting a detailed and compelling letter of recommendation takes considerable time, and Art and Art Education faculty regularly receive requests from many students to supply these letters on their behalf.

In order for faculty to produce recommendation letters in a timely way, students need to keep the following "professional courtesy" rules in mind when planning their internal deadlines towards their goals. These rules/expectations of professional etiquette are standard, and should be adhered to at all times.

Job Applications:

Faculty Lead Time: 1 month

Documents you need to submit with your request to the faculty member: Full job listing/position description, your CV and cover letter, contact person name and information for addressing the recommendation letter (if available), due date and steps for submitting the completed letter.

Internship Applications:

Faculty Lead Time: 2 weeks

Documents you need to submit with your request to the faculty member: Full internship listing/position description, your CV and cover letter, contact person name and information for

addressing the recommendation letter (if available), due date and steps for submitting the completed letter.

Internal and External Grant and Award Applications:

Faculty Lead Time: 2 weeks

Documents you need to submit with your request to the faculty member: Full grant/award description listing, your full, completed project proposal or award narrative, CV, contact person name and information for addressing the recommendation letter (if applicable), due date and steps for submitting the completed letter (if applicable).

Review of Professional Materials:

Faculty Lead Time: 1 month

At times, you may need to get faculty feedback on jobs and other types of professional applications before you finalize them. This requires additional time, with the amount depending on the scope of the documents to be reviewed/revise. You should plan for an additional month in these cases.

Presentation Stipends

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will review each student's progress annually. When there are concerns about satisfactory progress, students will be informed by the Program faculty. If a student is performing below expectations they may be required to complete additional coursework or engage in other remediation. The Program will provide a plan and timeline for remediation. If satisfactory progress is not maintained the student may be dismissed from the Program.

APPENDIX 4 PROGRAM RESOURCES

FAQ

We urge all students to refer to the FAQ page on the Art and Art Education website:
<https://www.tc.columbia.edu/arts-and-humanities/art-and-art-education/fag/fag---current-students>

Art and Art Education Newsletter

The Art and Art Education Program receives many requests from individuals and organizations seeking highly qualified personnel for leadership positions.

We strongly encourage all students to review the weekly emails from the Program, containing a variety of job openings, and to attend the career preparedness workshops offered by Teachers College throughout the school year.

Macy Art Gallery

The Gallery is one of the last spaces at Teachers College still in its original use; we are very fortunate to have this wonderful facility at the hub of our Program. The Gallery undertakes a full exhibition schedule each year, supported by a series of weekend workshops for teachers and students. The exhibitions include a variety of works in a range of media made by young children, adolescents, graduate students, and invited artists and groups. Students, friends, and families are cordially invited to attend exhibition receptions as a way of socializing with others in the Program and of supporting the efforts and work of the artists involved.

Myers Publications

Thanks to the support we received annually from the Myers Foundation, we are able to produce a number of publications each year that relate to Macy Art Gallery events and other special projects of the Program. Many of the publications are of interest to students carrying out original research.. All publications are free of charge.

Darvin-Kriegman Library

The Program maintains a small library located just off the Macy Gallery established in memory of a recent faculty member and doctoral student. The library is open during the day and contains a range of classic art education texts and journals. Students may consult any of the texts as they need, but

PLEASE do not remove any of these resources from the library as they are collected and maintained for everyone's use.

Art Education Materials at the Gottesman Libraries

With the support of the FLORENCE AND EUGENE E. MYERS CHARITABLE REMAINDER UNITRUST, the Library has considerably enhanced its collections of contemporary materials on art and art education. Research level art books as well as curriculum materials that support K-12 art instruction are acquired from notable publishers and distributors, including the Metropolitan Museum of Art, the Getty Institute, and the National Association for Art Education, among others.

Upon faculty request a number of videos have been acquired from Public Broadcasting Corporation, the Educational Video Network, and the Roland Collection, a major learning resource of films and videos with enduring importance made available by international filmmaker Anthony Roland. These materials help fulfill national standards in the teaching of art from kindergarten through grade twelve and beyond. Subjects cover painting, drawing, graphics, sculpture, architecture and design, and photography and video art from early cultures through the present day. Videos such as "Re/Visions: Mexican Mural Painting," "Fauvism," "Kindness Week, or the Seven Capital Elements," "Teaching on Site: Seventeenth Century Merchant's Houses," "A Day So Red: Homage to American Indians," and "Calder's Circus" show the range of titles acquired. Notable PBS titles promote art appreciation within a multicultural context, such as "Sister Wendy's Story of Painting," "Maya Lin: A Strong Clear Vision," and "Against the Odds: The Artists of the Harlem Renaissance."

Special Collections

Special collections in art education include archives and manuscripts, books and ephemeral publications, and original works of art by children and students.

Manuscript Collections

Victor D'Amico Papers: The papers of a widely influential progressive art educator, director of education at the Museum of Modern Art from 1937 to 1969, and organizer of art "carnivals" in New York, Barcelona, Milan, Brussels, and New Delhi. Documentation includes correspondence, drafts of lectures and articles, photographs, slides, and architectural drawings.

Pearl Greenberg Papers: The papers of a long-time leader in art education, teacher at Downtown Community School (1951-1965) and Professor of art education at Kean College until 1993. Included is documentation of programs and curricula she developed, including slides and examples of the work of children and teachers in various media.

Lois Lord Papers: Papers reflecting a wide range of activities in progressive aspects of art education from the 1950s-1980s, including teaching at Bank Street College of Education and New Lincoln School, work with Victor D'Amico at MOMA, and participation in the National Committee on Art Education.

Books And Other Publications

Florence House Memorial Collection: A collection of books dealing with textiles, concentrating on hand weaving in traditional patterns and methods in cultures around the world. Originally created by Professor Florence House of Teachers College and consisting primarily of pre-1950 publications, the collection is being augmented with appropriate recently-published works.

Al Hurwitz Collection: Unusual and ephemeral international art education materials, collected by Al Hurwitz, Professor of art education at Johns Hopkins University. Included are hundreds of publications documenting children's art and art education, including exhibition catalogs, periodicals, curriculum guides, and conference reports, published primarily in the 1950s-1980s.

Original Art Work Of Children And Teachers

Edwin Ziegfeld Collection: A unique collection of the "Art of Adolescence," consisting of about 350 selected works by children from 31 countries around the world. Collected and exhibited in 1957, with support from UNESCO, these works provide a resource for study and analysis of both cross-cultural and developmental issues in art education.

Israeli Peace Art Collection: Answering the question "What would peace look like," posed shortly after the 1967 war, Jewish and Arab children in Israel produced this collection of 50 drawings and paintings. They provide exceptional opportunity to study the effects of war and political tension on children and children's art.

Ukrainian Children's Art Collection: Originally exhibited at Teachers College in 1935, this collection of 24 works presents a view of children's art under soviet sponsorship, and is accompanied by an official statement of "socialist" philosophy of art education.

Arthur Dow Collection: Over 300 works by the Teachers College students in the fine arts program in the period approximately 1905-1923, who studied under Professor Arthur Dow, a leader in the arts and crafts movement. The collection provides extensive evidence of the links between Dow's theories and the actual curriculum experienced by teachers in training; and includes a number of clearly successful works in various media.

Each of the collections of original art have been preserved and made accessible in the Library through the generous support of the Florence and Eugene E. Myers Charitable Unitrust.

The Gottesman Libraries
Teachers College, Columbia University
525 W. 120th Street, Box 307
New York, NY 10027
Telephone: (212) 678-3494

The Center for Arts Education Research

The Center for Arts Education Research at Teachers College is an interdisciplinary arts group founded to stimulate and support basic and applied research in the arts in human development, art education and the arts in education. Founded in 1993 by Professors Judith M. Burton from the Program in Art and Art Education and Hal Abeles from the Program in Music and Music Education, the Center calls upon expertise from professionals in the arts: visual, music, dance, theater and media, and also from philosophy, cognitive and developmental psychology, curriculum, education, and technology. A mix of focuses characterize the Center's work to date. Some studies explore the role and potential of the arts in diverse educational settings from the vantage points of school reform, curriculum development, arts integration and assessment. Of particular interest is the role of the arts as they interweave in urban culture and education. Other studies deal directly with aspects of artistic-aesthetic thinking, perception and action both within and across the diverse domains of the arts; data from these studies have already offered critical theoretical insights for educational practice.

